ONLINE LEARNING TRANSITIONAL CHANGES, COPING STRATEGIES, AND ACADEMIC PERFORMANCE OF BUSINESS ADMINISTRATION STUDENT IN CAVITE STATE UNIVERSITY - TANZA CAMPUS

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ABSTRACT

The study determined the transitional changes, coping strategies, and academic performance of Business Administration students at Cavite State University - Tanza Campus during the shift to online learning. It aimed to determine how students adapted to this new environment and the impact of their coping strategies on academic outcomes. Utilizing a descriptive research design, a survey questionnaire was administered to 91 enrolled 3rd year and 4th year Business Administration students through online survey Google Forms. The analysis of data revealed that students experienced significant changes in their learning processes and adopted effective coping strategies, including time management, peer collaboration, and digital resource utilization. A strong correlation was found between these strategies and improved academic performance, highlighting the importance of adaptability in online learning. Overall, the research underscores the necessity of support systems to enhance student resilience and success in online education.

Keywords: Online learning transitional changes, coping strategies, academic performance

1.0 INTRODUCTION

The COVID-19 pandemic has significantly impacted the education of students, particularly those in the Business Administration program at Cavite State University Tanza Campus. The impact of COVID - 19 pandemic has significantly transformed learning system worldwide forcing a sudden shift from the traditional face - to - face learning to online distance learning. Since students led through the challenges of online learning during an historic global crisis, the rapid transition to online distance learning significantly transformed learning approaches, student engagement, and academic interactions. This shift not only changed the learning experience but also highlighted the importance of adaptability in higher education settings (Dhawan, 2020).

As the students dealt with the new situation, they came across various challenges such as technological barriers, motivational issues, interruptions, coping challenges, learning difficulties, time management struggles, and mental health challenges. Research has shown that such sudden changes can lead to different levels of academic performance and psychological suffering among students (Gonzalez & Martinez, 2021). The unexpected shift to

online learning not only converted the educational experience but also highlighted the requirement of effective coping strategies. Knowing these specific temporary changes that are experienced by Business Administration Students, along with the coping mechanism they use is important for creating more focused support strategies. This study aims to explore this behavior, investigating how these aspects impact academic success and student participation in different types of online formats. By addressing these issues, educational institutions—such as faculty members, administrators, and support staff— can better prepare to support their students in future challenges, developing resilience and responsiveness in a digital academic setting.

Thus, this study aims to determine the online learning transitional changes, coping strategies and academic performance of the Business Administration students in Cavite State University-Tanza Campus.

In view of the preceding statements, this study was conducted to:

1. Determine the demographic profile of the business administration students in terms:

   a. Age;
   b. Sex; and
   c. Year level;

2. Identify the online learning transitional changes experienced by the students.

3. Determine the perceived effect of online learning transitional changes to coping the coping strategies of the students.

4. Identify the perceived effect of the online learning transitional changes on the academic performance of the students.

2.0 METHODOLOGY

The research design that was used in this study was the descriptive research method. This describes the intricate relationships between online learning transitional changes, coping strategies, and academic performance. For this study, the researchers used stratified random sampling technique. The researchers used an online survey questionnaire that was distributed to 91 Business Administrations students who experienced online learning in Cavite State University Tanza-Campus. The data were collected to identify the challenges and academic performance of Business Administration Students. This approach aimed to enhance the overall reliability of the findings and results derived from the study. The research analyzed the data and discussed the findings using statistical methods including the frequency distribution, mean and percentage. A conversion table was used to identify the descriptive interpretation of the participant's online learning experiences, challenges, effects in their academic performance and coping strategies they employed to adapt in the new learning environment. A Likert scale is a rating scale used to measure the participant's perception about online learning changes, coping strategies, and academic performance. It consists of statements about those variables.

Table 1. Descriptive interpretation for Online learning transitional changes

WEIGHTED MEAN	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
4.21-5.00	Strongly agree	It means that online learning transitional changes strongly affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus.
3.41-4.20	Agree	It means that online learning transitional changes affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus.
2.61-3.40	Slightly agree	It means that online learning transitional changes slightly affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus.
1.61-2.60	Disagree	It means that online learning transitional changes do not affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus.
1.00-1.60	Strongly disagree	It means that online learning transitional changes never affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus.

Table 2. Descriptive Interpretation for Coping Strategies

WEIGHTED MEAN	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
4.21-5.00	Strongly agree	It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are strongly affected by online learning transitional changes.
3.41-4.20	Agree	It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes.
2.61-3.40	Slightly agree	It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are slightly affected by online learning transitional changes.
1.61-2.60	Disagree	It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are not affected by online learning transitional changes.

1.00-1.60	Strongly disagree	It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are never affected by online learning transitional changes.

Table 3. Descriptive Interpretation for Academic Performance

WEIGHTED MEAN	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
4.21-5.00	Strongly agree	It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are strongly affected by online learning transitional changes.
3.41-4.20	Agree	It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes.
2.61-3.40	Slightly agree	It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are slightly affected by online learning transitional changes.
1.61-2.60	Disagree	It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are not affected by online learning transitional changes.
1.00-1.60	Strongly disagree	It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are never affected by online learning transitional changes.

3.0 RESULTS AND DISCUSSION

3.1 Demographic Profiles of the Participants

Table 4 shows that most of the participants (73%) are aged 21-23, female (75%) in 3rd year (53%). This means that most of the business administration students in cavite state university tanza campus who experienced online learning set up were females aged 21-23 in 3rd year.

This aligns with trends noted in educational research, where younger students, particularly those aged 18-24, are more engaged in online learning due to their comfort with technology (Allen & Seaman, 2017). The higher enrollment of females reflects a broader shift towards online education among women, who often seek the flexibility it offers (Baker, 2021; NCES, 2020). Additionally, 3rd-year students may prefer online courses to better manage academic demands (Xu & Jaggars, 2013). These insights highlight the necessity for targeted support to enhance the online learning experience for this demographic.

PROFILE	FREQUENCY	PERCENTAGE %
Age		
18- 20 years old	14	15.00
21-23 years old	66	73.00
24-26 years old	8	9.00
27-29 years old	1	1.00
30-34 years old	2	2.00
Sex		
Male	23	25.00
Female	68	75.00
Year Level		
3rd year	48	53.00
4th year	43	47.00

Table 5 presents the participants' perceptions on their online learning challenges and experiences. Based on the findings, the highest weighted mean is 3.84 and can be interpreted as they agree that they missed the face-to-face interaction with my professors and classmates. This was supported by the relevant study of Lemay et al. (2021). It highlights that students often experience increased stress and anxiety due to the lack of face-to-face interactions and the difficulties in adapting to online platforms.

Overall, the total weighted mean in the findings is 3.49 and interpreted as agree. It means that the participants believed that online learning transitional changes affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus. The research by Smith and Jones (2020) supports the notion that students transitioning to online learning frequently report a decline in motivation and academic performance, emphasizing the importance of providing adequate support during such transitions.

Table 5. Online Learning Transitional Changes

STATEMENT	WEIGHTED MEAN	REMARKS
1. I found it difficult to adjust to the online learning environment	3.43	Agree
2. I experienced technical difficulties with online learning platforms.	3.81	Agree
3. I missed the face-to-face interaction with my professors and classmates.	3.84	Agree
4. I felt less motivated to learn in an online setting.	3.46	Agree

5. I found it challenging to manage my time effectively with online learning.	3.35	Slightly Agree
6. I felt isolated and disconnected from my peers during online learning.	3.36	Slightly Agree
7. I experienced difficulty accessing necessary resources for online learning.	3.41	Agree
8. I felt overwhelmed by the amount of information and tasks in online learning.	3.57	Agree
9. I found it difficult to focus and concentrate during online classes.	3.80	Agree
10. I experienced a decline in my academic performance due to transition to online learning.	2.89	Slightly Agree
OVER-ALL	**3.49**	**Agree**

Table 6 presents the participants' perception in coping strategies to deal with online learning transition. The highest computed mean is 4.15 and can be interpreted as they agree that they used online communication tools to stay in touch with their peers.

In the study conducted by Cavanagh et al. (2021), the authors explore the various coping strategies employed by students during the transition to online learning due to the COVID-19 pandemic. The research indicates that effective communication tools, such as video conferencing and instant messaging applications, significantly contribute to students' ability to maintain social connections and academic support. The findings suggest that students who actively engaged with their peers through these platforms reported higher levels of satisfaction and lower levels of anxiety, demonstrating the importance of social interaction in coping with the challenges of online education.

Overall, the total weighted mean in the findings is 3.72 and interpreted as agree. It means that the participants believed that online learning transitional changes affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus. It means that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes.

A relevant study by Zheng et al. (2022) examines the impact of online learning transitions on student well-being and coping mechanisms. The researchers found that students faced significant stressors during the shift to online education, which prompted them to adopt various coping strategies. The study highlights that the use of online communication tools played a crucial role in mitigating feelings of isolation and fostering a sense of community among

students. The results emphasize that adapting to online learning environments requires not only academic adjustments but also emotional and social coping strategies to enhance overall well-being.

Table 6. Coping Strategies

STATEMENT	WEIGHTED MEAN	REMARKS
1. I created a structured schedule for online learning.	3.84	Agree
2. I used a planner or calendar to track deadlines and tasks.	3.88	Agree
3. I reached out to my professors for support and clarification.	3.85	Agree
4. I used online communication tools to stay in touch with my peers.	4.15	Agree
5. I found my ways to make online learning more engaging and enjoyable.	3.60	Agree
6. I rewarded myself for completing online tasks.	3.55	Agree
7. I practice relaxation techniques like deep breathing and meditation.	3.40	Agree
8. I engaged in physical exercise like outdoor activities.	3.37	Agree
9. I utilized online learning tools and resources effectively.	3.79	Agree
10. I sought technical support when needed.	3.75	Agree
OVER-ALL	**3.72**	**Agree**

Table 7 presents the participants' perception regarding the impact of online learning transition in their academic performance. The highest computed mean is 3.47 and can be interpreted as they agree that they have developed new skills and knowledge through online learning.

Online learning has been a focal point of research, particularly in understanding how this mode of education influences students' skill sets. According to a study by Johnson et al. (2021), students reported significant improvements in their digital literacy and self-regulation skills

during the transition to online learning. The study found that the shift necessitated students to adapt quickly, thereby enhancing their ability to navigate various digital platforms and manage their time effectively. This aligns with the findings in Table 7, where participants expressed agreement on developing new skills through online learning.

Overall, the total weighted mean in the findings is 3.26 and interpreted as agree. It means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes.

The relationship between online learning and academic performance has been extensively documented. A meta-analysis by Wang and Chen (2022) highlighted that while online learning presents unique challenges, it can also provide opportunities for improved academic outcomes if students are equipped with the necessary support and resources. Their findings suggest that the effectiveness of online learning is significantly influenced by the students' engagement levels and the quality of the online curriculum, which resonates with the observed total weighted mean of 3.26 in the findings regarding the academic performance of Business Administration students.

Table 7. Academic Performance

STATEMENT	WEIGHTED MEAN	REMARKS
1. I think my overall academic performance has improved since the transition to online learning.	3.27	Agree
2. I feel more confident in my ability to learn online.	3.32	Agree
3. I have developed new skills and knowledge through online learning.	3.47	Agree
4. I felt less stress and anxious since the transition to online learning.	3.20	Slightly Agree
5. I feel more connected to my classmates and professor through online learning.	2.97	Slightly Agree
6. I have a better understanding of my learning style and preferences through online learning.	3.36	Agree
7. I have become more motivated and engaged in my studies through online learning.	3.22	Agree

8. I feel more motivated and engaged in my studies through online learning.	3.27	Agree
9. I am satisfied with the quality of education i received through online learning.	3.21	Agree
10. I believe online learning has prepared me well for the future academic and professional challenges.	3.35	Agree
OVER-ALL	**3.26**	**Agree**

Based on the results of the study, It means that online learning transitional changes affect the coping strategies of Business Administration students in Cavite State University – Tanza Campus. It also shows that the coping strategies of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes. And lastly, it means that the academic performance of Business Administration students in Cavite State University – Tanza Campus are affected by online learning transitional changes.

4.0 CONCLUSIONS AND RECOMMENDATIONS

The study determine the transitional changes experienced by Business Administration students at Cavite State University - Tanza Campus during the shift to online learning; identify the coping strategies employed by these students to manage the challenges of online education; assess the impact of these coping strategies on their academic performance; evaluate the relationship between students' adaptation to online learning and their academic outcomes; and propose recommendations to enhance the online learning experience for students in the program. Based on the findings, the following conclusions were drawn:

1. The majority of participants were young adults, predominantly female, and in their third year of study at Cavite State University - Tanza Campus, indicating a specific demographic profile among students experiencing online learning.
2. Participants reported significant challenges during the transition to online learning, particularly regarding the lack of face-to-face interactions, feelings of isolation, and difficulties in time management and motivation.
3. The coping strategies employed by students, such as utilizing online communication tools and establishing structured schedules, were effective in addressing some of the challenges faced, highlighting the importance of adaptability in remote education.
4. Overall, the transition to online learning has had a notable impact on the academic performance of Business Administration students, with many expressing concerns about their engagement and motivation, suggesting that additional support and resources may be necessary to improve their online learning experience.

Based on the above conclusions, the following recommendations are made:

1. Accessibility is important in online learning. Ensure that all students can access and are eager to engage with the material. The help of a comprehensive online learning platforms provides a good medium for all learning activities, resources and communication will be necessary.
2. Setting clear norms and expectations for behavior, communication and participation helps ensure smooth and productive learning experiences for all. A structured schedule also provides a sense of order and helps students stay on track.
3. Building meaningful relationships between students and instructors is important for online learning, as it helps create a sense of community and support. Setting clear norms and expectations for behavior, communication and participation helps ensure a smooth and productive learning experiences for all. Online learning necessitates teaching students how to be responsible and ethical digital citizens.
4. Establish clear communications with families to keep them inform about the students' progress and to provide support. A strong emotional support is also a must.

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